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AUTHOR Winchell, Dick G.; Esse, Robert J.

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ABSTRACT

Arizona State University's (ASU's) Native American Public Administration Program (NAPAP) increased its level of services to the Navajo Nation in 1980 and expanded opportunities for public administration education for Native Americans on the ASU campus. The 1980 program had three major components: coursework, workshops, and the activities made possible by a Title IX grant. Taken together, the components demonstrated a strong commitment to program objectives. During three semesters in 1979 and 1980, 126 students enrolled in 12 classes, with 6 more classes planned for the Fall 1980 semester, including the first NAPAP Indian-related course outside the reservation. In 1980, NAPAP assisted in leadership development workshops for elected Navajo officials and coordinated a series of workshops and optional-credit courses at Window Rock. The program received a large federal grant for 1980-1982, providing funding for six Native American Public Service Fellowships; a 9-month statewide assessment of the need for public administration training for Native Americans; and partial funding for coordination between ASU and the Navajo Tribal Training Center. NAPAP is the only program in the country to offer a graduate curriculum in public service education in an Indian community. (SB)

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FINAL REPORT OF THE OFFICE OF NATIVE AMERICAN PUBLIC ADMINISTRATION PROGRAMS

AS REQUIRED BY

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DICK G. WINCHELL, NAPAP COORDINATOR
ROBERT J. ESSE, NAPAP RESEARCH COORDINATOR

CENTER FOR PUBLIC AFFAIRS
COLLEGE OF PUBLIC PROGRAMS
ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA 85281

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ARIZONA STATE UNIVERSITY AND THE CENTER FOR PUBLIC AFFAIRS WISH TO GRATEFULLY ACKNOWLEDGE THE FOUR CORNERS REGIONAL COMMISSION FOR ITS FUNDED SUPPORT OF THIS TECHNICAL ASSISTANCE GRANT

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INTRODUCTION

Since 1978, the office of Native American Public Administration Programs (NAPAP), affiliated with Arizona State University's Center for Public Affairs, has successfully conducted courses leading to a Master of Public Administration degree on the Navajo Reservation in Window Rock, Arizona. The program offers graduate-level courses and University resources to the Navajo Reservation through the Navajo Tribal Training Center in Window Rock. This is the only program of its kind in the country that offers a graduate curriculum in public-service education in an Indian community.

By offering the program at Window Rock, site of the Navajo Tribe's administrative headquarters, tribal and governmental employees can obtain graduate training in their areas of specialization. The Navajo Tribal Council has supported the program by providing classroom space at the Training Center, assisting in the scheduling of classes and reimbursing the cost of tuition and supplies for students who have successfully completed courses. The Navajo Tribe also offers release time for students to attend classes during regular working hours. (The Tribe's rationale for supporting the program is found in Attachment A, a clipping from the Navajo Times.)

Within the past year, NAPAP has increased its level of services to the Navajo Nation, while expanding opportunities for public-administration education for Native Americans on the ASU campus. The program, through increased instructional activities and active participation in a University committee on Native American programs, has become recognized on campus, in the adjacent urban area and in many of the state's Indian communities. Only ASU's Center for Indian Education and the American Indian Project in the School of Social Work have more Native American

students admitted in graduate studies. In terms of the total number of Native American graduate students served, however, NAPAP is the largest Indian program operating at ASU.

Further indications of the program's success came in January 1980, when it received the unanimous endorsement of the resident faculty of the Center for Public Affairs, and the first five students were formally admitted into the degree program.

COURSEWORK

A total of 126 students were enrolled in 12 classes offered in the Fall 1979, Spring 1980 and Summer 1980 semesters. Those courses, and the enrollment of each, are as follows:

Fall 1979	Class	Enrollment
	Statistics in Administration	10
	Government Budgeting	7
	Public Policy Analysis	6
	TOTAL	23

Spring 1980	Class	Enrollment
	Health Policy	14
	Educational Policy	3
	Research Methods	13
	Organizational Theory	15
	Issue Analysis	7
	Issue Analysis Using the Statistical Package for the Social Sciences (one-week intensive course)	16
	TOTAL	68

Summer 1980	Class	Enrollment
	Public Affairs Economics	9
	Community Development	10
	Issue Analysis Using the Statistical Package for the Social Sciences (two-week intensive course)	16
	TOTAL	35

The following courses are tentatively scheduled to be offered in Fall 1980:

Statistics in Administration

Public Information Systems

Community Conflict Resolution

Public Management of Land

Seminar: Tribal Gavernment

Seminar: American Indian Law

The Fall 1980 semester will mark the first time that NAPAP will offer an Indian-related course outside of the Navajo Reservation. The class, Seminar in Tribal Government (listed above), will be offered at the State Capitol. It is our intent to regularly offer at least one such class on the ASU campus or at the State Capitol. Additional on-campus participation by Native American students is anticipated with the recent awarding of six Native American Public Service Fellowships by the U.S. Department of Education (please see page 4).

WORKSHOPS

Another component of the program is the workshop activities that are regularly carried out on the Navajo Reservation. NAPAP recently was asked by the Navajo Tribe to assist in the presentation of leadership-development workshops for the elected officials of the 106 chapters (similar to townships) on the reservation. The workships have been conducted for seven

chapters to date, and focus on the role of local chapters in planning for and implementing economic- and community-development projects.

In addition, in the summer of 1980 NAPAP and the Navajo Tribal Training Center coordinated a series of workshops and optional-credit courses at Window Rock. The workshops included:

Evaluating Federal and Local Programs

Program Development and Grantswriting

The Law and Tribal Government

Optional-credit classes of the Center for Public Affairs were also offered. They included:

Public Affairs Economics

Community Development

Issue Analysis Using the Statistical Package for the Social Sciences

An undergraduate class in statistics was also offered under the instruction of Mr. Dick G. Winchell, coordinator of NAPAP, through Navajo Community College at Tsaile, Arizona.

It is anticipated that this effort, called the Native American Summer Institute in Public Administration, will become permanent in nature and include Indians from throughout Arizona.

TITLE IX GRANT AWARD

In early July the Center for Public Affairs received notification of a Title IX grant award in the amount of $146,025 from the U.S. Department of Education. The grant, covering the period August 20, 1980 through August 19, 1982, provides for, among other things, six Native American Public Service Fellowships. The fellowship program will allow students to complete their course work for a Master of Public Adminis-

tration degree while in residence at the Center for Public Affairs. Each fellowship provides $4,500 per year for living expenses and includes a tuition and fee waiver.

Of the six Native American students who were selected for the fellowships, one (a Navajo) had previously been admitted to the Center for Public Affairs. The recent admission of the remaining five (three Navajos, a Hopi and a San Carlos Apache) brings to 10 the number of Native American students admitted to the Center for Public Affairs. It is hoped that at least five of these students will graduate from the program by the summer of 1982.

The institutional portion of the grant provides partial funding for the Navajo Project Coordinator, NAPAP's liaison at the Tribal Training Center. It also will fund two annual evaluation workshops to review the program's progress and to chart modifications and improvements to the program. A nationally recognized Native American will moderate the evaluation, which will be conducted by NAPAP and the Navajo Tribal Training Center in the spring of 1981 and 1982 at Window Rock.

Additionally, the grant's institutional funding will support a nine-month, statewide assessment of the need for public-administration training for Arizona's tribes other than the Navajo. The assessment will attempt to identify:

1) The need for on-campus courses and curricula.

2) The need for off-campus courses to be held on reservations or at urban Indian centers.

3) The need for special workshops and developmental programs for Native Americans.

The assessment will facilitate the development of graduate public-service curricula as well as other innovative measures to meet the unique

needs of Arizona's Native American population.

COORDINATION EFFORTS

Since early in 1980 efforts have been made to identify areas in which ASU's Native American programs and faculty can coordinate their activities to better serve the state's Indian population, in particular urban Indians. Toward that end, regular meetings of the staff and faculty of the University's Native American programs have been held, and a draft of an inventory of ASU Indian programs and activities has been prepared for further discussion.

Out of this it is anticipated that methods to streamline and enhance University services to Arizona's Indians will be in force by 1981.

SUMMARY

Together, the workshops, classes and other activities undertaken by NAPAP in the past year have demonstrated a strong commitment to the objectives set forth in the grant proposal that was submitted to the commission in June 1979 (please see Attachment B). It is our intention, furthermore, to expand upon these objectives wherever possible in order to better serve Arizona's Native American population.

ATTACHMENT A

Tribe to establish training and career development center

WINDOW ROCK--A group of four Arizona and New Mexico colleges and universities have joined with the Navajo Tribe to provide a series of courses in career development for tribal employes.

Ralph Davis, an official of the the Navajo Tribal Training Center, explained last week that the center is working with the educational institutions to provide training that the tribe needs to provide better government to the Navajo people.

The four instutions that are part of the program are Navajo Community College, Northern Arizona University, Arizona State University and the University of New Mexico.

The purpose of the program, which is new on the reservation, is to enable tribal employes the training they need to get degrees in their field.

"Most of the training will be provided by Navajo Community College with the other three universities supplying high-level undergraduate courses and courses on a graduate level," said Davis.

All of the NCC courses are being offered at the training center at night. Most of the other courses are offered during the day.

"What we are doing is offering those courses that tribal employes told us they wanted in order to do a better job working for the tribe or to get a degree," said Davis.

The courses that the training center will offer then are flexible and although they are meant primarily for tribal employes, they are open to anyone.

This spring, the center will offer about 16 courses from the four institutions. Most are in the area of education and government administration.

For example, NCC is offering courses in such courses as the Navajo language, introduction to law, advanced Shorthand, human relations skill, water law, applied communications for business, and accounting for small businesses.

Northern Arizona University is offering governmental budgeting and philosophy of public administration. Arizona State University is offering educational courses in such areas as research methods, organizational theory, issue analysis and education policy.

The University of New Mexico is offering a course in "Issue in Contemporary in Public Administration."

Davis explained that these are different from adult education courses offered by the colleges on the reservation in that the primary reason for the adult education courses is to provide the student with credits towards a degree.

The center's programs, while also providing credits for a degree, is also geared toward filling in those gaps in an administrator's education that will enable him to be a better public servant.

The program is extremely flexible in that practically any course will be offered as long as enough tribal employes agree to take it. He said that a minimum of 15 employes have to take the course before it can be offered.

This program also goes along with another program the center is undertaking to train chapter officials and members of the tribal council in government leadership courses and business.

Davis added that a course in executive management is also being started for staff members of the chairman's office and for divisional directors.

Employes who take the courses will be reimbursed by the tribe for half the cost once the work has been completed.

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ATTACHMENT B

Program Objectives and Evaluation

The model/experimental MPA degree program with a Specialization in Native American Administration at Window Rock is a fully accredited ASU program. All standards and criteria are strictly adhered to in all instances.

It is the intent of this program, as with the resident program, to prepare mid-career educational opportunities for public administrators. It is further the intent at Window Rock, as it is with the UNM program at Shiprock:

1. To prepare students for professional careers in governmental agencies, particularly tribal government--thus formalizing the process of introducing young leaders to tribal management;
2. To provide a crucial element--professional training--for the efforts of the Navajo Nation to achieve self-determination and exercise Tribal sovereignty;
3. To provide a qualitative educational program--at the Masters level--in an effort to situate and maintain Navajo expertise within the Navajo Nation.

The ASU and UNM programs are dedicated to these goals.